

STATE BOARD OF EDUCATION  
Also Meeting As  
STATE BOARD FOR VOCATIONAL EDUCATION

Ladislaus B. Dombrowski Board Room  
John A. Hannah Building  
608 West Allegan  
Lansing, Michigan

March 18, 1999  
9:30 a.m.

PRESENT: Mr. Arthur E. Ellis, Chairman  
Mrs. Dorothy Beardmore, President  
Mrs. Kathleen N. Straus, Vice President  
Dr. Herbert S. Moyer, Secretary  
Mrs. Sharon A. Wise, Treasurer  
Mrs. Sharon L. Gire, NASBE Delegate  
Mrs. Marianne Yared McGuire  
Mrs. Eileen L. Weiser  
Mr. Tim Kelly, representing Governor John Engler

ABSENT: Mr. Clark Durant

I. CALL TO ORDER

Mr. Ellis called the meeting to order at 9:50 a.m.

II. AGENDA MATERIALS

- A. State Board of Education Minutes/Actions of Meeting of February 18, 1999
- B. Revised Report on Consent Agenda - Memorandum dated March 18, 1999, from Mr. Ellis to the Board
- C. Approval of State Board of Education/Department of Education Cosponsorships - Memorandum dated March 18, 1999, from Mr. Ellis to the Board

III. INFORMATIONAL MATERIALS

- A. Update on Activities at Michigan Schools for the Deaf and Blind and Michigan School for the Blind Lansing Campus - Memorandum dated March 18, 1999, from Alexander G. Davlantes, Administrative Officer, to the Board

- B. Notice of Intent to Apply for Federal Grant Award - Reading Excellence Act - United States Department of Education
- C. Updated Information on the Status of Experimental Teacher Education Programs at Michigan State University, Saginaw Valley State University, and Oakland University - Memorandum dated March 18, 1999, from Mr. Ellis to the Board
- D. Information on the 1997-98 Dual Enrollment Data - Memorandum dated March 18, 1999, from Mr. Ellis to the Board
- E. Information on “A Report to the U.S. Department of Education on Michigan’s Progress in Implementing Its Goals 2000 State Improvement Plan” - Memorandum dated March 18, 1999, from Mr. Ellis to the Board
- F. Letter dated March 1, 1999, from Ms. Gretchen Coleman, Principal, Detroit Day School for the Deaf, Detroit Public Schools, regarding Ms. Coleman’s resignation from the Special Education Advisory Committee (SEAC)
- G. Information on the Michigan Consolidated Performance Preliminary Report - Memorandum dated March 18, 1999, from Mr. Ellis to the Board

IV. APPROVAL OF AGENDA AND ORDER OF PRIORITY

- A. Approval of Application for the Federal Foreign Language Assistance Program - added to agenda
- B. Approval of Execution of Quitclaim Deeds on Parcels of Land at Western Michigan University - added to agenda
- C. Adoption of Resolution Regarding March as Reading Month - added to agenda
- D. Adoption of Resolution Honoring Wallace Smith - added to agenda
- E. Adoption of Resolution Honoring Elizabeth Homer - added to agenda
- F. Approval of Standards for the Social Studies (RX) Endorsement on a Michigan Teaching Certificate - removed from agenda
- G. Approval of the 2001-2002 Assessment Plans for Michigan Educational Assessment Program Mathematics and Science - removed from agenda

- H. Approval of Revised Policy Regarding the Certification Requirement of Teachers of Contracted Programs - removed from agenda
- I. Approval of FY 1999-2000 Federal Application for *Early On*® Michigan Under Part C of the Individuals with Disabilities Education Act (IDEA) - removed from agenda

**Mrs. Gire moved, seconded by Mrs. Wise, that the State Board of Education approve the agenda and order of priority, as modified.**

**Ayes: Beardmore, Gire, McGuire, Moyer, Straus, Weiser, Wise  
Absent: Durant**

**The motion carried.**

V. INTRODUCTION OF STATE BOARD OF EDUCATION AND GUESTS

Mrs. Eileen Hamilton, Administrative Secretary to the State Board of Education, introduced the members of the State Board of Education and guests attending the meeting.

VI. APPROVAL OF STATE BOARD OF EDUCATION MINUTES/ACTIONS

- A. Approval of State Board of Education Minutes/Actions of Meeting of February 18, 1999

**Mrs. Straus moved, seconded by Mrs. Beardmore, that the State Board of Education approve the minutes/actions of the State Board of Education meeting of February 18, 1999.**

**Ayes: Beardmore, Gire, McGuire, Moyer, Straus, Weiser, Wise  
Absent: Durant**

**The motion carried.**

VII. AWARDS AND RECOGNITIONS

There were no awards and recognitions presented at the meeting.

VIII. CONSENT AGENDA

- A. Approval of 1999-2000 Emergency Immigrant Education Program Application

- B. Approval of Application for the Federal Foreign Language Assistance Program
- C. Approval of Criteria for 1999-2000 Homeless Students' Assistance Grants
- D. Approval of the Grant Criteria for Phase II of Development and Training for the Office of Field Services
- E. Approval of State Leadership Grant Awards Under the Federal Eisenhower Professional Development Program
- F. Approval of Special Projects Grants for HIV Prevention, Expanded Program and Building Infrastructure Funded by Centers for Disease Control FY 1999 Grant
- G. Approval of Amendment to the Negotiated Grant Agreement with Eaton Intermediate School District as Approved by the State Board of Education on September 3, 1998
- H. Approval of Safe and Drug Free Schools and Communities Act, Alternative Project Fund Grant to the Michigan Department of Community Health, Bureau of Substance Abuse, to Fund a Campus Social Mentoring Project to Reduce Underage Drinking
- I. Receive the Report on Proprietary Schools
- J. Receive the Report on Personnel Status
- K. Receive the Report on Financial Status of Michigan Deficit School Districts for 1997-98 (Report to Legislature Under Section 102 of the State Aid Act)
- L. Approval of Four 1998-2001 Intermediate School District Plans for the Delivery of Special Education Programs and Services
- M. Approval of Standards for the Social Studies (RX) Endorsement on a Michigan Teaching Certificate - removed from the agenda
- N. Approval of Authorization to Accept Administrative Experience for Advanced Teacher Certification
- O. Approval of Proposal from Calvin College for a New Health Program as a Minor at the Elementary and Secondary Levels
- P. Approval of Proposal from Oakland University for an Amendment of its English Program as a Major and Minor at the Secondary Level

- Q. Approval of Allocation of Carl D. Perkins Vocational and Technical Education Act of 1998 Funds: 1999-2000, and An Additional One Year Extension of the Current State Plan
- R. Approval of Execution of Quitclaim Deeds on Parcels of Land at Western Michigan University
- S. Approval of October - December 1998 Report of State Board of Education Expenses
- T. Appointment of Members to State Board of Education Advisory Groups
- U. Approval of Nominations to the Special Education Advisory Committee
- V. Approval of State Board of Education/Department of Education Cosponsorships
- W. Adoption of Resolution Proclaiming March 1999 as March as Reading Month
- X. Adoption of Resolution Honoring Wallace Smith
- Y. Adoption of Resolution Honoring Elizabeth Homer

**Mrs. Gire moved, seconded by Mrs. Straus, that the State Board of Education approve the Superintendent's recommendations for the items on the consent agenda as follows:**

- A. approve the 1999-2000 application for the Emergency Immigrant Education Program, as described in the Superintendent's memorandum of March 3, 1999, and authorize the Superintendent to notify the U.S. Department of Education of this approval;**
- B. approve the application for the federal Foreign Language Assistance Program, as identified in the Superintendent's memorandum dated March 3, 1999;**
- C. approve criteria for the 1999-00 Homeless Students' Assistance Grants, as described in Attachment A to the Superintendent's memorandum dated March 3, 1999;**
- D. approve the grant criteria for Phase II of development and training for the Office of Field Services as described in Attachment A of the Superintendent's memorandum dated March 3, 1999;**

- E. approve the grant awards totaling \$110,109 under the federal Eisenhower Professional Development Program for the period March 18, 1999, through September 30, 1999, as identified in the Superintendent's memorandum dated March 3, 1999;**
- F. approve the special project grants under Centers for Disease Control funding for FY 99 as listed in Attachment B of the Superintendent's memorandum dated March 3, 1999;**
- G. approve the amendment to the negotiated grant agreement between the Michigan Department of Education and the Eaton Intermediate School District, as described in the Superintendent's memorandum dated March 3, 1999;**
- H. approve the Michigan Department of Community Health, Bureau of Substance Abuse grant for \$433,000 to fund activities at Michigan universities aimed at reducing underage drinking, as described in the Superintendent's memorandum dated March 3, 1999;**
- I. receive the report on proprietary schools dated March 3, 1999, reporting issuance of information on permits, licenses, or certificates of compliance, as listed in the Superintendent's memorandum dated March 3, 1999;**
- J. receive the report on personnel status, as described in the Superintendent's memorandum of March 12, 1999;**
- K. receive the report on the financial status of Michigan Deficit School Districts, as attached to the Superintendent's memorandum dated March 3, 1999 and authorize transmittal of the report of financial status of Michigan Deficit School Districts to the Legislature to satisfy the deficit reporting requirement of Section 102 of the State Aid Act;**
- L. approve the four intermediate school district plans for the 1998-2001 school years, as identified in the Superintendent's memorandum dated March 3, 1999;**
- M. (this item was removed from the agenda)**
- N. approve the acceptance of years of experience acquired as a school administrator toward meeting the teaching experience required for a Professional Education teaching certificate, as discussed in the Superintendent's memorandum dated March 3, 1999;**

- O. approve the proposal for a new Health program as a minor at the elementary and secondary levels as submitted by Calvin College, as discussed in the Superintendent's memorandum dated March 3, 1999;**
- P. approve the proposal for an amendment of the English program as a major and minor at the secondary level as submitted by Oakland University, as discussed in the Superintendent's memorandum dated March 3, 1999;**
- Q. approve the Allocation of Carl D. Perkins Vocational and Technical Education Act of 1998 Funds: 1999-2000 and An Additional One Year Extension of the Current State Plan, as contained in the memorandum dated March 3, 1999 from the Superintendent of Public Instruction;**
- R. approve the execution of the quitclaim deeds attached to the Superintendent's memorandum dated March 8, 1999 on three parcels of land at Western Michigan University;**
- S. (1) approve the October 1 - December 31, 1998 report of State Board of Education expenses, as attached to the Superintendent's memorandum dated March 10, 1999, and (2) authorize the Administrative Secretary to the State Board of Education to transmit the report to the House and Senate Fiscal Agencies and the Department of Management and Budget, as required by the Department of Education Appropriations Act;**
- T. (1) appoint to the Professional Standards Commission for Teachers Monica Harrold for the remainder of a four-year term ending on June 30, 2001; (2) appoint to the Professional Standards Commission for Teachers Karen Reynolds for a four-year term ending June 30, 2002; and (3) appoint to the Periodic Review/Program Evaluation Council Tom Hadden, for the remainder of a four-year term ending on June 30, 2000, as described in the Superintendent's memorandum dated March 3, 1999;**
- U. approve the nominees listed in Attachment B of the Superintendent's memorandum of March 3, 1999, and appoint those individuals to serve as members of the Special Education Advisory Committee for the respective terms so specified;**
- V. approve the cosponsorship of the "Teacher Educators Owning Their Profession: Accreditation and Performance Assessment (NCATE 2000)," as described in Exhibit A of the Superintendent's memorandum dated March 18, 1999;**

- W. adopt the revised resolution proclaiming March 1999 as March as Reading Month, as attached to the Superintendent's revised memorandum dated March 12, 1999;**
- X. adopt the resolution attached to the memorandum from the Superintendent of Public Instruction dated March 10, 1999, honoring Wallace Smith, and;**
- Y. adopt the resolution attached to the memorandum from the Superintendent of Public Instruction dated March 10, 1999, honoring Elizabeth Homer.**

The vote was taken on the motion.

**Ayes: Beardmore, Gire, McGuire, Moyer, Straus, Weiser, Wise**  
**Absent: Durant**

**The motion carried.**

The resolutions are attached as Exhibits A, B, and C respectively.

**IX. UPDATE ON SUMMER PROGRAM AT CAMP TUHSMEHETA**

Dr. Michael Williamson, Assistant Superintendent; and Mr. Alexander Davlantes, Administrative Officer, Michigan Schools for the Deaf and Blind, presented a video pertaining to Camp Tuhsmeheeta (Camp T), and responded to questions from the Board.

Dr. Williamson said that after much discussion at its February 18, 1999 meeting, the State Board of Education directed staff to proceed with plans for a summer 1999 camping season at Camp T, and move forward with the scheduled renovation program. He said the Board requested that staff provide an update regarding difficulties or barriers that may arise and prevent a successful camping season. He said Mr. Davlantes; and Ms. Kathy Brown, Principal, Michigan School for the Blind, have dedicated considerable time and effort regarding Camp T, and have taken the initial steps necessary to launch a new camping season.

Mr. Davlantes provided photographs of Camp T to the Board, and said the kitchen renovation is the most urgent requirement in order to allow the camp to operate for the summer. He said resources such as staff and food services from the Michigan Schools for the Deaf and Blind - Flint campus are being utilized as much as possible. He said HTS Food Services coordinates the meal program at the Flint campus, and will also provide the food service at Camp T until the kitchen renovation is

completed. He said food services at Interlochen Fine Arts Camp operate through the utilization of interns in restaurant/hospitality management services, and it is hoped to make the same type of arrangement for Camp T.

Mr. Davlantes said staff from the Department of Management and Budget, Office of Facilities, are in the process of finishing the construction on the cabins as specified in the renovation plan. He said the estimated completion date is July 20, 1999, and availability is anticipated for the upcoming season. He said the cabins will each include restroom facilities, and will be insulated and heated. He said an alarm system has been installed in each of the buildings as well, and an alarm notification company will be utilized.

Dr. Williamson said Mr. Davlantes is planning to contact the YMCA and the Department of Natural Resources in an effort to contact possible recruits for camp director.

Mr. Davlantes said once a camp director has been secured, the advisory group will assemble to review the program draft which has been developed by Ms. Brown. He said the Camp Advisory Group is as follows: Mr. Kim Traverse, parent representative; Ms. Brunhilde Merk-Adam, parent representative; Mr. Rob Wing-Proctor, parent representative; Mr. George Wurtzel, representing Opportunities Unlimited for the Blind; Mr. Fred Wurtzel, representing Opportunities Unlimited for the Blind; Mr. Ted Lennox, teacher for the visually impaired; Ms. Dorothy Ward, teacher for the visually impaired; Mr. Larry King, representing the Commission for the Blind; Ms. Kathy Brown, Principal, Michigan School for the Blind; and Mr. Alex Davlantes, Administrative Officer, Michigan Schools for the Deaf and Blind. He said it is anticipated that the advisory group will not meet more than four times over a three month period, and the focus will be on the 1999 summer program. He said the draft program will be reviewed and finalized by the group.

Mrs. Gire said her intent regarding the Camp Advisory Group was to also consider any long term decisions or programs at the camp. She expressed concern that three months would not be long enough to accomplish that goal.

Dr. Williamson said the current advisory group was established to consider only the 1999 camping season. He said a different committee has been formed to address additional long term issues.

Dr. Jacquelyn Thompson, Director, Office of Special Education and Early Intervention Services, said the Strategic Planning Group was assembled to review comprehensive services in special education for students who are blind and visually impaired.

Dr. Williamson assured the Board that the Strategic Planning Group was inclusive of representatives from the Commission for the Blind and Opportunities Unlimited for the Blind, as well as teachers of the visually impaired, and others who would be impacted by any recommendations made.

In response to Mrs. Straus, Mr. Davlantes said camp is scheduled to open toward the end of June, or first of July 1999.

Mrs. Beardmore said much progress has been made in the month since the recommendation of February 18, 1999, however, many issues must still be resolved. She said she would prefer that the Camp Advisory Group be actively involved in the decision making process, and expressed concern regarding the children who may be attending camp while construction is still in progress.

Dr. Williamson said the arrangements made for meals will allow camping and construction to occur simultaneously without interference. He said by making the food service arrangements and resolving some of those issues, the Camp Advisory Group is free to concentrate on designing a program for the summer of 1999.

In response to Mrs. Beardmore, Dr. Williamson said most of the money slated for scholarships for alternative camping programs for blind and visually impaired students will be utilized for the 1999 and 2000 operation of Camp T. He said there are no significant outlays planned for 2001 which opens up another window for further opportunities.

The following individuals offered comments on this item.

- Mr. Rob Wing-Proctor, Michigan Parents of the Visually Impaired, 19673 DeWitt Road, Lansing, Michigan 48906.
- Mr. Kim Traverse, Michigan Parents of the Visually Impaired, 1002 Coolidge, Kalamazoo, Michigan 49006-2149
- Mr. Fred Wurtzel, President, National Federation of the Blind - Michigan, 1212 North Foster, Lansing, Michigan 48912
- Ms. Carol Duff, Michigan School for the Blind Alumni Association, Post Office Box 190, Sunfield, Michigan 48890
- Ms. Gwen Botting, Michigan Parents of the Visually Impaired, 4175 Westbrook Road, Ionia, Michigan 48846
- Ms. Mary Wurtzel, Opportunities Unlimited for the Blind, 1212 North Foster, Lansing, Michigan 48912

- Mr. Joseph Ballard, American Federation of State, County, and, Municipal Employees, Michigan School for the Blind Local 950, 4433 Saint James Court, Apartment #3, Flint, Michigan 48532
- Mr. Walter Saumier, Opportunities Unlimited for the Blind, 522 West Grand River, Lansing, Michigan 48906

Mrs. Beardmore requested a clarification on the role of the camp director and intern for hospitality services. She said she would prefer that the two positions remain separate.

Dr. Williamson said he believes that the positions are separate. He said the intern in the restaurant/hospitality management services will direct food services, assure that supplies are available, and manage the business of the camp. He said the camp director should have an affinity for camping in a rustic environment, and manage the program of the camp. He said there is no intent to hire an inexperienced person, but rather someone in training, who has some background and work experience and who is available for what is clearly not a full time, permanent career type job. He verified that Ms. Brown is in charge of the program, and there will be someone onsite with a background in visual impairment.

Mrs. Beardmore said even though the Board is trying to maintain the rustic setting that many students wish to experience to learn to navigate difficult circumstances, the Board still has a responsibility to assure the safety of students, and bring the buildings up to code.

Mrs. Straus said she wished to reiterate the desire of the Board for the involvement of the Camp Advisory Group in the planning, and that neither the Board nor the Camp Advisory Group are to be presented with a *fait accompli*.

Mrs. Gire said when she made the recommendation for the Camp Advisory Group at the February 18, 1999 meeting, she was not aware that a long range strategic committee was already in existence. She said she feels that any type of camp or year round school benefits greatly from an advisory group which includes parents, and other people who are stakeholders in the respective process. She said she hopes the Camp Advisory Group will not just be a short term committee, but will continue to provide ideas and be involved in the process of running the camp.

Mrs. Gire expressed concern with the camp director position in that it will require a very specific set of skills. She said she is encouraged to hear that Mr. Davlantes will contact the YMCA and the Department of Natural Resources in an effort to locate a camp director.

Dr. Williamson said the focus thus far has been in preparing the camp for the summer 1999 season. He said there are a number of long range issues that have not been dealt with and which will provide a tremendous opportunity to build programs and develop ideas for the future.

Mrs. Straus said it was not the intent of the Board that the Camp Advisory Group operate on a short term basis, but serve as a viable resource in developing policies and programs at the camp.

Dr. Thompson said one of the functions of the Strategic Planning Group is to make a recommendation for a permanent advisory committee on issues relative to the blind and visually impaired. She said the Strategic Planning Group is currently focused on school year and outreach services, particularly regarding the timeliness and accuracy of large print and Braille text. She said the Commission for the Blind is not a part of the Strategic Planning Group as it stands, but will be included when a permanent group is assembled.

Dr. Williamson said eventually a system will be developed that will address a number of issues relating to the camp, and optimize services for all children in Michigan who are blind or visually impaired. He said no effort has been made to exclude any particular individual or group, and, it is agreed that inclusive roles should be made available to all stakeholders.

Mrs. Gire said she would prefer that the appointment for the Camp Advisory Group extend beyond three months, and four meetings. She said she would also be interested in how it will interface with the Strategic Planning Group mentioned by Dr. Thompson.

Mrs. Beardmore said she feels that many issues have been raised as a result of an expressed concern regarding Camp T. She said there has been no intent to change the camp from the family-oriented center that it has been in the past. She said she appreciates staff's efforts to answer as many questions as possible, and that it has not been the intention of the Board or the Department to exclude anyone. She said it is the Board's desire to offer a camp that functions satisfactorily and provides sufficient safety for children and families.

No action was taken on this item.

X. RECESS

The Board recessed at 11:20 a.m., and reconvened at 12:00 p.m.

XI. REPORT OF HEARING OFFICER

A. Property Transfer Case C-2589 - Alan and Sally Colandrea

Mr. Ellis said Property Transfer Case C-2589 involves a request to transfer property from the Perry Public Schools to the Haslett Public Schools. He said the Hearing Officer recommends that the property transfer request be denied.

**Mrs. Wise moved, seconded by Dr. Moyer, that the State Board of Education adopt, as its own, the written decision and order and authorize the Superintendent of Public Instruction to issue Property Transfer Case C-2589, Alan and Sally Colandrea, Appellants v Perry Public Schools and Haslett Public Schools, Appellees, as attached to the Superintendent's memorandum dated March 3, 1999, denying appellants' petition to transfer property from the Perry Public Schools to the Haslett Public Schools.**

In response to Mrs. Beardmore, Mr. Robert Taylor, Hearing Officer, said it is possible to file a motion for re-hearing if a change is made within the next 30 days. He said after that date, Mr. and Mrs. Colandrea would have to go through the entire property transfer process.

The vote was taken on the motion.

**Ayes: Beardmore, Gire, McGuire, Moyer, Straus, Weiser, Wise  
Absent: Durant**

**The motion carried.**

B. Property Transfer Case C-2591 - Chris and Stephanie Carpenter

Mr. Ellis said Property Transfer Case C-2591 involves a request to transfer property from the Lakeville Community School District to the Davison Community Schools. He said the Hearing Officer recommends that the property transfer request be denied.

**Mrs. Straus moved, seconded by Mrs. Beardmore, that the State Board of Education adopt, as its own, the written decision and order and authorize the Superintendent of Public Instruction to issue Property Transfer Case C-2591, Chris and Stephanie Carpenter, Appellants v Lakeville Community School District and Davison Community Schools, Appellees, as attached to the Superintendent's memorandum dated March 3, 1999, denying appellants' petition to transfer property from the Lakeville Community School District to the Davison Community Schools.**

The vote was taken on the motion.

**Ayes: Beardmore, Gire, McGuire, Moyer, Straus, Weiser, Wise**  
**Absent: Durant**

**The motion carried.**

C. Property Transfer Case C-2596 - Chris and Heather Ward

Mr. Ellis said Property Transfer Case C-2596 involves a request to transfer property from the Stockbridge Community Schools to the Pinckney Community Schools. He said the Hearing Officer recommends that the property transfer request be denied.

**Mrs. McGuire moved, seconded by Mrs. Beardmore, that the State Board of Education adopt, as its own, the written decision and order and authorize the Superintendent of Public Instruction to issue Property Transfer Case C-2596, Chris and Heather Ward, Appellants v Stockbridge Community Schools and Pinckney Community Schools, Appellees, as attached to the Superintendent's memorandum dated March 3, 1999, denying appellants' petition to transfer property from the Stockbridge Community Schools to the Pinckney Community Schools.**

The vote was taken on the motion.

**Ayes: Beardmore, Gire, McGuire, Moyer, Straus, Weiser, Wise**  
**Absent: Durant**

**The motion carried.**

XII. PRESENTATION ON BEHALF OF PUBLIC SCHOOL ACADEMY  
AUTHORIZERS IN RESPONSE TO RECOMMENDATIONS OF  
SUBCOMMITTEE ON THE OVERSIGHT OF PUBLIC SCHOOL ACADEMIES

Mr. Ellis said the State Board of Education Subcommittee on the Oversight of Public School Academies presented a report at the February 18, 1999 Board meeting. He said Mr. Daniel Quissenberry, President, Michigan Association of Public School Academies (MAPSA); and Mr. Leonard C. Wolfe, Attorney, Dykema, Gossett, are prepared to provide information in response to that report, and highlight key points of the document prepared by Mr. Wolfe titled, "Public School Academy Authorizing Bodies: Chartering Authorities, Oversight Bodies and Fiscal Agents, A Framework for Oversight."

Mr. Quissenberry said he wished to assure the Board that public school academies are held accountable, and are structured differently from traditional public schools. He said parents are empowered slightly more in charters, and each school has its own board of directors who are appointed public officials, and must comply with the rules and regulations of the intermediate school district, state and federal government, and requirements set forth by the respective authorizers. He said to some degree it could be said that charter schools have additional levels of monitoring and compliance that they must abide by.

Mr. Quissenberry said the report prepared by Mr. Wolfe is the result of a request from Central Michigan University, Eastern Michigan University, Ferris State University, and Grand Valley State University as they were becoming involved with chartering schools, and wished to determine the exact responsibility level of authorizers. He said though the report reviews the interaction between the statute and the needs of the schools, it does not address the continuous effort toward improvement. He said the 21 authorizers are each unique in how they implement the common standards and statute requirements, and many offer volunteer services which are not mandatory, such as mentors, coaches, and resources of information. He said a common myth about charter public schools is that they experience some freedoms that traditional public schools do not. He said charter public schools are obligated to comply with the same rules and regulations, as traditional public schools.

Mr. Quissenberry said there are three major goals described in the report: (1) chartering authority responsibility, (2) chartering authority functions, and (3) fiscal agent functions.

Mr. Quissenberry said the chartering authority responsibility entails the actual granting of the charter and development team. He said several aspects are involved that include a review of the application, business and strategic planning, in depth education program compliance, community demographics, governance and management, financial and facility planning, selection of board members, and the issuance of contracts. He said many schools agree to academic performance standards in their contracts, and define a reporting responsibility, which would allow for the potential revocation of the charter should a violation occur.

Mr. Quissenberry said the chartering authority oversight function is the monitoring role according to the Revised School Code, which enables the demonstration of compliance with the law, regulations and contract. He said “The 1996-97 Report to the House and Senate Committees on Education: *A Description of Michigan Public School Academies (Charter Schools)*”; “Evaluation of the Michigan Public School Academy Initiative”; and “Michigan’s Charter School Initiative: From Theory to Practice” reports discussed at the February 18, 1999 State Board of Education

meeting indicated that authorizers are filling the role as assigned, and that oversight consumes approximately 5% of their time each month. He said the remainder is spent on verifying that buildings are up to code, financial statements are in order, teachers are certified, management issues are resolved, and the boards are monitored to ensure actions taken are in compliance with state and federal regulations. He said, for example, Grand Valley State University visits each site four or five times each year and attends monthly board meetings. He said they have an extensive checklist and each school has a notebook identifying all the things they must do to comply with their charter.

Mr. Quissenberry said charter public schools are required to develop a mission statement, and a strategic plan, which are often subject to verification to ensure schools are operating as stated in their respective mission statements. He said not many organizations actually live up to their mission and he feels that it is a powerful benefit of charter schools.

Mr. Quissenberry said the fiscal agent function is the last role accepted when a charter school is authorized. He said each of the boards of directors are ultimately responsible for the financial management, but the authorizers distribute state funds. He said it is an important capacity because if the charter were revoked, control of the state funds would remain with the authorizer.

Mr. Quissenberry said he believes charter schools are excelling and providing quality education. He said Michigan is a model for other states in the U.S., and charter schools should be commended for a job well done.

Mrs. McGuire said she appreciates the effort that has been made to present the information on charter schools to the Board, but, she expressed concern that no mention was made of the Supreme Court decision which stated that the State Board of Education has leadership and general supervision over all public education including charter schools. She said the State Board of Education Sub-Committee on Charter Schools presented a report at the February 18, 1999 Board meeting after soliciting information from each authorizer. She said the intent was to clarify oversight measures of all the authorizing agencies. She said there is concern that some of the charter schools are lacking in oversight and the Board would like a more unified movement toward that end. She said though the Board does not wish to be in the business of micro management, it does have an obligation to ensure compliance.

Mr. Quissenberry said there is a commitment for quality oversight and a desire for effective schools. He said the system is in place, but, it is a learning process and will take time.

Mrs. McGuire said after reading the report, she was left with a sense that the authorizing bodies largely just stand back and let the individual boards take control, which is fine as long as they are in touch with what is going on. She asked at what point the authorizing agency become involved if reports are late, or there is a suspicion that something may be wrong?

Mr. Quissenberry said there are statutory and legal requirements for charter schools, and the contracts required by many authorizing agents dictate when action is warranted. He said quite often there is a response, resolution, and/or consequences. He said charters have been revoked because contractual conditions were not being met to the satisfaction of the authorizer. He said there is a mechanism for concerns, and he thinks charter schools are a great device that has the potential to do a better job for a quality public education.

Dr. Moyer said the League of Women Voters has done an independent study and found a disparity between the method of approving charters by intermediate and local school districts and that of universities. He said the local school boards appear to be subjected to professional and public oversight at the local level. He said charter schools were developed to meet a specific need and are responsive to local control, in other words it was felt they had a stronger oversight and perhaps achievement of recognition.

Dr. Moyer said the basic comment of the Western Michigan University and Public Sector Consultants, Inc. reports were that the charter schools lack effective oversight. He quoted from the reports by saying "Universities which issue charters have not developed staff sufficient to watch over those schools that have been chartered. Expenditures for staff appear to be far less than the income received from the 3% fee being levied. Universities developed an elaborate procedure for collecting data, but as shown by the Auditor General's report, are not actively doing the collecting." He said universities do not demand performance, but make excuses for the schools that do not perform.

Dr. Moyer said Western Michigan University's report states that in some cases the authorizer attempted to conceal rather than reveal weaknesses or problems at their schools. He said university oversight efforts appear to be directed toward performance within the letter of the law as opposed to the general intent of the law. He said this is the kind of oversight which can be expected of a bureaucracy replacing the concern of local citizens. He said the public is represented by a board for each public school academy which, in many cases, have little or no control. He said a large number of charter schools have been developed by corporate entities which furnish facilities and management services. He said the boards of such charter schools are appointed by the company, and while screened for conflict of interest, they are not independent. He said in no case was there any attempt by such boards to ask for competitive bids for management services. He said as a result about a third of all public school academy students are being taught by private corporations without the benefit of the competitive bid process.

Mr. Quissenberry said parents are an integral part of the accountability structure and schools are experiencing a high retention rate of students. He said the point of this report was to emphasize the obligations of authorizers, and that they take their responsibilities seriously. He said the Western Michigan University and Public Sector Consultants, Inc. reports state that charter schools struggle in their first year with the enormous task of getting started, however, by the third or fourth year the

schools mature and start up issues are no longer a problem. He said the authorizers will improve the quality of their system as they gain experience as well. He said progress has been made, and it is time to consider not just the negative, but the positive as well, and that charter public schools are good for public education.

Mrs. Straus said it was mentioned at the February 18, 1999 State Board of Education meeting that one of the purposes of charter schools was to be innovative and willing to try out programs that may eventually be adopted by traditional public schools. She said it was reported that 90% of charter schools are being managed by for profit corporations, which quite often results in very little innovation amongst the schools. She asked Mr. Quissenberry if MAPSA or the authorizers are taking steps to develop innovative approaches to educational issues and problems?

Mr. Quissenberry said authorizers evaluate prospective charters for innovative programs upon application. He said some of the schools are succeeding and replicating good practices. He said care is being taken in programs implemented in terms of oversight and accountability, and whether it impacts a classroom negatively or positively. He said all public schools have a responsibility in how state aid funds are spent, but he feels charter schools are stifled by being forced to comply with certain rules and regulations.

Mrs. Straus said she has visited many traditional public schools which are quite innovative and did not sense that they were suppressed. She said oversight is really meant to ensure children are in a safe environment and that laws are being complied with. She said it is not meant to inhibit innovation.

On behalf of the Board, Mrs. Beardmore expressed appreciation to the members of the Subcommittee for their time and effort, and for preparing and presenting a report to the Board at its February 18, 1999 meeting. She said the work of the subcommittee is complete and therefore, dismissed the group.

Mrs. Beardmore also thanked Mr. Quissenberry and Mr. Wolfe for their presentation and information.

No action was taken on this item.

### XIII. RECESS

The Board recessed for lunch at 12:50 p.m. and reconvened at 1:40 p.m.

XIV. PUBLIC PARTICIPATION IN THE STATE BOARD OF EDUCATION MEETING

- A. Ms. Susan Bitzer, 3270 Beechwood Street, Monroe, Michigan 48162. Ms. Bitzer offered comments regarding proposed changes in special education for severely multiply impaired students, and her daughter, Saleste J. Bitzer.

Ms. Bitzer distributed a copy of her comments to the Board, and the following was distributed on her behalf: (1) Memorandum dated February 3, 1999 to the Michigan Association of Intermediate School Administrators Council, from Mr. Jerry Reimann, Superintendent, Berrien County Intermediate School District, and Chair, Michigan Association of Intermediate School Administrators Special Education Ad Hoc Committee (SEAHC), regarding a SEAHC Proposal; and a draft of the Michigan Association of Intermediate School Administrators (MAISA) Special Education Proposal, Executive Summary, dated February 11, 1999.

- B. Mr. Fred Kline, Society for Excellence in Education, and Students and Taxpayers United, 80 East Hancock, #1514, Detroit, Michigan 48201. Mr. Kline offered comments regarding the involvement of the Society for Excellence in Education, and Students and Taxpayers United with members of the Legislature, and Senate Bill 297 amendments to improve education for Detroit Public Schools.

- C. Ms. Oria Jackson, 17330 Rainbow Drive, Lathrup Village, Michigan 48076. Ms. Jackson offered comments regarding school safety in Southfield Public Schools.

Mr. Ellis said the issue raised by Ms. Jackson regarding safety in Southfield Public Schools, is a local control issue, and not within the jurisdiction of the State Board of Education. He suggested that she present her concerns to the Southfield Public Schools Board of Education.

XV. RECEIVE THE REPORT ON EVALUATION OF MICHIGAN STANDARDS AND ASSESSMENTS BY ACHIEVE, INC.

Dr. Michael Williamson, Assistant Superintendent, introduced Mr. Matthew Gandal, Director, Standards and Assessment, Achieve, Inc.; and Ms. Jennifer Vranek, Policy Analyst, Achieve, Inc., who provided information, a slide presentation, and responded to questions from the Board pertaining to the report on evaluation of Michigan standards and assessments. Dr. Williamson said Achieve, Inc. is a not-for-profit organization which was created in response to the 1996 National Education Summit which helped focus attention nationally on issues of achievement, standards and assessment.

Mr. Gandal said the 1996 National Education Summit brought together governors and chief executive officers (CEO's) from each state to focus on high level education, methods for raising standards, and developing new assessments and accountability systems. He said the result was Achieve, Inc. which took about a year to organize, and boasts of a very small staff to streamline work loads and allow partnering with other groups as much as possible. He said Governor John Engler is a member of the Board of Directors which is comprised of six governors and six CEO's.

Mr. Gandal said it is important to note the progress that has been made across the country and the state in standards, assessment, and accountability. He said in 1996 only fourteen states actually had standards in place, while 34 states were in the development process. He said nearly every state in the country has taken this agenda seriously resulting in an increase to 39 states with standards in 1998, and new tests to measure standards are under development. He said the most activity has taken place in English language arts and mathematics where by the year 2000 nearly every state will have statewide tests. He said less activity is found for science and social studies with only a little more than half the states actually measuring student achievement by the year 2000.

Mr. Gandal said under half the states require tests for student promotion or graduation, but it is an important method in which to ensure that people take the higher standards seriously. He said it is not enough to hold students accountable and prohibit them from advancing or graduating if they are unable to do well on a test. He said it is necessary to provide opportunities for them to succeed, whether it is through tutoring, or Saturday/summer schools. He said a growing number of states are enacting legislation for resources that require local districts to offer opportunities for improvement to students who are struggling. He said he thinks that number will continue to increase.

Mr. Gandal said many states are building sanctions for low performing schools into their accountability plan, and, some have also included rewards for high performance in the same package.

Mr. Gandal said many reports have been issued regarding progress made in setting standards, and focus has been placed on the Third International Math and Science Study, (TIMSS); and the National Assessment of Educational Progress, (NAEP) tests. He said school districts are facing difficulties in communicating with the public, and working with teachers to ensure that everyone understands the expectations. He said this has been a problem recently in Virginia and Massachusetts which are in a very difficult position to justify where they have set the bar, why they have set it there, how they are going to maintain that high standard, and what assistance will be offered to students toward achievement.

Mr. Gandal said Achieve, Inc. was created to assist states in determining how their standards and assessments compare at both the national and international levels, and in the preparation of benchmarks. He said Achieve has developed a web page that provides an opportunity to compare data between one state and another, and is building in sample test questions, and student essays.

Mr. Gandal said it has been a year-long process in creating the methodology for providing feedback to states, and it was called the pilot project because Achieve had much to learn as well. He said there has been a lot of attention on academic standards, but it was also important to look at the tests states are giving and where the true bar is set. He said the Council for Basic Education, Washington D.C.; Learning Research and Development Center, University of Pittsburgh; and the TIMSS Center, Michigan State University, were contacted in an effort to pool knowledge and jointly develop a way for states to review their respective standards and tests to determine, as a package, how high standards have been set.

Mr. Gandal said alignment of standards and tests is a new technology area. He said some states have become reliant on companies which do the testing for them and provide information pertaining to student performance. He said states then align standards based on that information. He said he believes in many cases the companies are simply telling the school districts that students are performing quite well. He said Achieve, Inc. is trying to come up with a credible external process that is more reliable for states so they will not have to utilize vendors.

Mr. Gandal said Michigan and North Carolina graciously offered to be hosts for the pilot program and the final reports were delivered at the end of 1998. He said Michigan specifically requested a review of the curriculum frameworks, and how the standards compare to other states and nations. He said both math and science were compared to Japanese standards because they are one of the highest achieving countries in the TIMSS, and have been held up to a variety of different groups as models. He said the analysis of Michigan's content standards conducted by Achieve centered on clarity, specificity and measurability, and the comparison of the standards to other states and countries. He said the analysis points to issues of both accuracy and content, focusing on the goal of using the standards to communicate high expectations for student achievement.

Mr. Gandal said Achieve also wanted to help determine whether states have to make tough choices about what is most important for students to learn, so school districts do not end up with a huge tome of standards that teachers and districts could not manage. He said it is necessary to ensure that the standards are measurable, clearly communicate what is expected, and may be understood and utilized by teachers, parents, and students.

Mr. Gandal said the academic standards in North Carolina were strong and well balanced, but the tests were not as rigorous as the standards imply they should be. He said Michigan is just the opposite, the tests are substantially more challenging and comprehensive than one might assume from reading the state standards. He said the three crucial points in Michigan are (1) the curriculum frameworks are too broad and general; (2) the crucial content found in the benchmark standards of several other states, is missing in Michigan standards; and (3) Michigan assessments are more comprehensive and demanding than may be assumed by reading the standards. He said it is really about providing schools with the right tools because Michigan already has a very good assessment process in place, as opposed to North Carolina, which does not.

Mr. Gandal provided samples from the Michigan Educational Assessment Program (MEAP) test for English language arts, and suggested that the language on the questions be simplified and clarified for ease of reading and understanding. He said as currently written, the test is open to interpretation. He said he found the expectations for the mathematics test to be ambiguous and unclear. He said it has been found that if too much is left open to interpretation by local school districts, standards may not even be necessary because of the guidance they provide.

Mr. Gandal pointed out that there was a generality in the standards statements that should be more concrete, and that it was sometimes very difficult to determine if something was in the Michigan standards.

Mr. Gandal said the reading and writing standards for English language arts were found to be strong compared to the benchmarks, however, grammar, vocabulary, literature, speaking, listening, and viewing were found to be weak. He said the social studies standards were quite possibly the weakest of the four area subjects, and seemed to have an overabundance of content compared to the other standards. He said there is approximately a 50% overlap in the NAEP assessment and 3% overlap with the NAEP test measure compared to Michigan standards.

Mr. Gandal said math and science proved to be better aligned. He said the middle area seems to be the strength in math with a good emphasis on functions and data analysis, however, geometry, measurement, and algebra were the weak points, which were also the weakest areas on the TIMSS assessment. He said there was a better alignment across the board with the science benchmarks with the NAEP and the Japanese standards, however, there was a major weakness in biology.

Mr. Gandal said it was a surprise for many to realize that once the tests in this project were analyzed, discrepancies were found, and the tests were very demanding and challenging. He said the reading test was perhaps the strongest in all regards, possibly because of the Governor's reading initiative and emphasis from the Board and the Department.

Mr. Gandal said social studies was probably the trickiest area for any state, but Michigan's test was a good measure of skills and was in line with the standards. He said perhaps in the future, as more work is done on revising the tests, there could be more of an effort to actually measure specific content and communicate more effectively.

Mr. Gandal said Michigan assessments turned out very well in this analysis, which he finds very encouraging. He said North Carolina did not fare as well, and will be spending some time rethinking their testing. He said he feels that it is to the Board's advantage to receive a recommendation from an outside organization with no ties to Michigan. He said quite possibly, the best method will be to reopen the process and write a new set of standards for each subject, however, there is no guarantee that the desired results will be achieved in doing this. He said he strongly encourages the Board to communicate better and create new materials that focus on the tests. He said the problem with the alignment may be traced to a lack of support for the testing system. He said he is aware of the problems with students opting out of taking the test, and feels it would be best to provide materials that indicate test content, why it is important, and how to prepare for them.

Mr. Gandal said it is essential to develop materials to communicate with parents which will, quite possibly, eliminate opting out of taking the tests. He said several years ago, Oregon established a set of standards with help from experts at the national level. He said, because they were too vague and/or broad, people could not understand them. He said Oregon then created a new document that consisted of five or six bullets that were very concise and contained sample test questions. He said the document was published as a booklet format and was made available to parents and students.

Mr. Gandal said parents and teachers will have a better sense of how students are measured if the content of the tests and sample questions are provided in a format that is easy to read and understand. He said it is probably not fair to distribute a broad and general document with the expectation that it will be fleshed out in the correct manner to match the test.

In response to Mrs. Beardmore, Mr. Gandal said Achieve, Inc. is attempting to establish a framework on their web site which would allow a document to be compared to the curriculum of other states and countries. He said this tool would provide access to other curricula and make it possible for schools to share concepts and lesson plans.

Mr. Gandal said businesses and the higher education community are beginning to acknowledge that the test scores may be utilized for potential employment or admission to a college or university. He said parents, schools, and teachers are slowly realizing the importance of the MEAP tests. He said some of the members of

the Achieve, Inc. Board of Directors agree that businesses are starting to require MEAP test scores as a part of their hiring practices. He said there are, however, issues regarding labor shortages and fair practice. He said a campaign at the national level is underway to determine the legality of that practice, but, he feels it will not be a problem.

Mrs. Gire thanked Mr. Gandal for his information and said she feels it has been helpful to receive quality information from an outside expert. She said many comments have been received regarding the MEAP social studies test which was recently administered to 5th and 8th graders, and the age appropriateness of the questions. She asked if Achieve, Inc. would have an opportunity to review the test and compare it to the standards to ensure it is in alignment because she feels readability and/or age appropriate materials are essential for effective test taking. She said the Legislature is quite concerned about the apparent lack of implementation of the professional development part of the whole standard setting process. She said the Board is committed to standards and testing, but there are some problems to be addressed. She said she feels the current system is fine, however, some adjustments may be necessary.

Mr. Gandal said many other states are asking the same questions. He said approximately eight states have already requested assistance in determining if their standards are too stringent, not stringent enough, or right on track. He said there are no convenient answers, however, by providing the information on its web site, Achieve, Inc. is attempting to allow states to make a self determination. He said based on the analysis, his guess would be that the MEAP social studies tests are not hard enough, however, a question must be raised regarding professional preparation and how well prepared teachers are able to teach the subject area. He said quite frankly, he is concerned regarding the whole question of teacher preparation which is an issue that many states are grappling with. He said the key is to have enough support once the standards are in place so that if a problem arises, it does not call the whole reform back into question.

Mrs. Straus said she appreciates the information and feels it has been very helpful. She said she finds it interesting that the standards are vague because she has stated repeatedly that they must be clear, concise, and easy to read. She said the Board should proceed with Mr. Gandal's recommendation, and build on the standards and made to be more specific and express the Board's expectations of students. She said communication is an important factor in the acceptance of the standards and the MEAP tests.

Mrs. Beardmore said with the exception of the social studies test, the current assessments are based on standards set between 1987 and 1991. She said the 1995 standards will be the foundation for the next set of tests. She said comparisons cannot be made with so many variables. She said it is imperative that the Board clarify the 1995 standards and review the benchmarks.

Dr. Williamson thanked Mr. Gandal and Ms. Vranek for their report. He said he also wished to thank staff for their efforts, hard work, and cooperation. He said this information is a valuable tool and informs and instructs the Department as staff works on that task of providing tools, products, and services that help educators and parents at every level.

Dr. Williamson said staff has prepared a display of publications and materials which are currently available to the public regarding curriculum, but, that was without the information received from Mr. Gandal. He said staff in the Office of Career, Curriculum, and Technical Services is in the process of developing a strategic plan for a catalog of products and services available from the Department to serve district and building level administrators, teachers, and parents. He said the plan to organize these products and develop products as needed will be presented to the Board at a future meeting.

In response to Mrs. Straus, Mr. Paul Bielawski, Supervisor, Curriculum Development Program, said part of the issue in distributing documents pertaining to expectations to schools, teachers, and parents is that of clarity. He said staff has learned that there is much work to do in helping teachers and parents understand the standards and benchmarks, and in working with intermediate or local school districts developing grade specific activities. He said he thinks there is a big difference between not only communicating with teachers but parents as well.

A copy of an article titled, "Examining the Exam, Is the MEAP Social Studies Test Too Hard?" The Macomb Daily, March 14, 1999, was distributed to the Board.

**Mrs. Wise moved, seconded by Dr. Moyer, that the State Board of Education receive the report on Academic Standards and Assessment Benchmarking Evaluation for Michigan from Achieve, Inc. as attached to the Superintendent's memorandum dated March 8, 1999.**

The vote was taken on the motion.

**Ayes: Beardmore, Gire, McGuire, Moyer, Straus, Weiser, Wise**  
**Absent: Durant**

**The motion carried.**

XVI. APPROVAL OF RECOMMENDATIONS REGARDING ADMINISTRATIVE  
RULE WAIVERS

Dr. Michael Williamson, Assistant Superintendent, said Waiver # 0566-99 - OSE/EIS from Tuscola Intermediate School District is similar to waivers historically approved by Board. He said Waiver #0565-99 - OSE/EIS from Battle Creek Public Schools involves a hearing impaired student who would be best served in a cross categorical and departmentalized program. He said as the rules currently apply, the school would be forced to assign one teacher to this one student who is actually only served part-time. He said the waiver would allow the student to be appropriately served with other children on caseload in this building without having to hire a lead teacher just to provide that service. He said he is not aware of any objections to this waiver and it is limited to a particular school.

**Mrs. Straus moved, seconded by Mrs. Gire, that the State Board of Education approve the Superintendent's recommendations regarding administrative rule waivers submitted by Battle Creek Public Schools and Tuscola Intermediate School District, described in Attachment A to the Superintendent's memorandum dated March 3, 1999.**

In response to Mrs. Beardmore, Dr. Williamson said hearing impairment is the only impairment that this child has, and the potential classmates will be his or her equal intellectually.

The vote was taken on the motion.

**Ayes: Beardmore, Gire, Moyer, Straus, Weiser, Wise**  
**Absent during vote: McGuire**  
**Absent: Durant**

**The motion carried.**

XVII. APPROVAL OF THE 2001-2002 ASSESSMENT PLANS FOR MICHIGAN  
EDUCATIONAL ASSESSMENT PROGRAM MATHEMATICS AND SCIENCE

This item was removed from the agenda.

XVIII. APPROVAL OF REVISED POLICY REGARDING THE CERTIFICATION  
REQUIREMENT FOR TEACHERS OF CONTRACTED PROGRAMS

This item was removed from the agenda.

XIX. APPROVAL OF FY 1999-2000 FEDERAL APPLICATION FOR EARLY ON® MICHIGAN UNDER PART C OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

This item was removed from the agenda.

XX. REPORT OF THE SUPERINTENDENT

Mr. Ellis said he feels the discussion held with Mr. Craig Ruff, President, Public Sector Consultants, Inc., the previous evening of March 17, 1999 was very productive in that it provided Board members an opportunity for open discussion. He said communication is the key to making substantive changes and eventually focusing the Department on what the Board regards as important.

Mrs. Weiser said the evening session was, she thought, a breath of fresh air for the Board. She said she is concerned, however, because change does typically occur very slowly for an organization the size of the Michigan Department of Education. She said that perhaps some sort of mechanism could be established to ensure the target is being met. She said she is quite enthusiastic about the concept of the 2020 graduate as presented by Mr. Ruff the previous evening, and feels the Board and the Department would benefit from the exercise.

Mr. Ellis said Mr. Ruff mentioned that the Department and the Board should consider making their communications with the public more exciting to read. He said he feels this is a good idea that is long overdue.

XXI. COMMENTS BY STATE BOARD OF EDUCATION MEMBERS

A. National Association of State Boards of Education - Mrs. Kathleen Straus

Mrs. Straus said Mrs. Beardmore, Mrs. McGuire, Dr. Moyer, and she attended the National Association of State Boards of Education (NASBE) Legislative Conference in Washington D.C. on March 11-12, 1999. She said it provided an opportunity to meet with many U.S. senators and representatives who were quite interested in what the Board has been doing regarding assessments and standards, and some very good information was received as well. She said there was also a great interest in the charter school program in Michigan.

Mrs. Straus said many Legislators were able to attend portions of the conference, and Board members were able to meet with the staff of those who were not able to attend. She said Michigan took the prize for the most legislators present at the reception, and she feels it was a very productive conference.

Mrs. Beardmore said the letter of invitation suggested that they were interested in information on the accreditation/accountability discussion held at the January 7, 1999 meeting, and the Michigan Education Assessment Program (MEAP) tests. She said she compiled a packet of information which included the chart distributed earlier in the year which explained the accountability system that is under consideration. She said she tried to make it clear that this is still under development, and she thought the Board would be interested knowing what is being said in its name.

Mrs. Straus thanked Ms. Roberta Stanley, Director, Administrative Law, for her assistance in setting up meetings while the four Board members were in Washington for the conference. She said much time was spent discussing the reauthorization of the Elementary and Secondary Education Act (ESEA), and whether the funding should be received and distributed by the State Board, or go directly to the districts. She said the Board and the Department provide monitoring and supervision, and therefore, it makes for a much more efficient operation.

B. Notable Accomplishment Certificate - March as Reading Month - Mrs. Dorothy Beardmore

Mrs. Beardmore distributed a copy of a certificate awarded to Michigan Readers in Action relating to March as Reading Month, and said the resolution for March as Reading Month was approved earlier in the meeting on the consent agenda. She said the certificate was signed by the Governor, Superintendent of Public Instruction, President of the State Board of Education, and the Michigan Reading Association.

Mr. Kelly said there are two other versions of the certificate that include signature lines for senators and representatives. He said this will allow them the opportunity to provide a certificate to their constituents.

Mrs. Beardmore said due to time constraints, the resolution was distributed prior to Board approval so it could include the month of March.

C. Michigan Reading Association - Mr. Tim Kelly

Mr. Kelly said the Michigan Reading Association awarded Governor John Engler, and the Michigan Department of Education, a citation for the Reading Plan for Michigan. He said it is quite an honor to receive the award from such a large organization.

Mrs. Beardmore said there is a conference in April focusing on professional development for the teaching of reading. She said Michigan is sending a team which is to include Mrs. Gire, but, her schedule may prohibit her

attendance. She said the team will also include representatives from the Michigan Reading Association as well as staff from the Department. She requested that a report be presented to the Board in the future. She said it is interesting to see how much focus is placed on reading and acknowledging what a vital ability it is. She said everything depends on it.

## XXII. TENTATIVE AGENDA FOR NEXT MEETING

- A. Approval of Team Nutrition Training (TNT) Grant Application
- B. Approval of Michigan Adult Education and Family Literacy Act Five-Year State Plan
- C. Approval of Application for W. K. Kellogg Foundation K-12 Service Learning Initiative Policy and Practices Demonstration Projects
- D. Approval of FY 1999-2000 Federal Application for *Early On*® Michigan Under Part C of the Individuals with Disabilities Education Act (IDEA)
- E. Approval of Criteria for Career and Technical Education Programs - 1999-2000
- F. Approval of Criteria for Selection of Grantees to Administer the Summer Institutes for the Arts, Sciences, and Technology
- G. Approval of Criteria for the *Early On*® Michigan Public Awareness and Information Referral Competitive Grant for FY 1999-2000 Under Part C of the Individuals with Disabilities Education Act (IDEA)
- H. Approval of Funding for Career and Technical Education Programs - 1998-99
- I. Approval of Awards for the 1998-99 Goals 2000: Educate America Act Grant Program - Cycle 8 - Summer Literacy Program
- J. Receive the Report on Personnel Status
- K. Approval of Fiscal Year 1999-2000 Funding Criteria and Dean's Guide Revisions for Carl D. Perkins Vocational and Technical Education Act of 1998, Title I, Community College Activities
- L. Approval of Embry Riddle University to Offer an Associate Degree Completion Program in Michigan
- M. Approval Funding Formula for Migrant Education Program Grants
- N. Approval of Lake Superior State University as a Probationary Teacher Preparation Institution
- O. Approval of an Experimental Preparation Program for the Guidance and Counseling Endorsement on a Michigan Teaching Certificate
- P. Approval of Proposal from Western Michigan University to Convert its Elementary and Secondary Level Visually Impaired, Emotionally Impaired, and Mentally Impaired Programs into K-12 Program Endorsements
- Q. Approval of Proposal from Calvin College for a New English as a Second Language (ESL) Program as a Minor at the Elementary and Secondary Levels

- R. Approval of Proposal from Grand Valley State University to Amend its K-12 Library Media Program to Comply with Revised Standards for Teacher Preparation
- S. Approval of State Board of Education/Department of Education Cosponsorships
- T. Adoption of State Board of Education Action Plan for 1999-2000
- U. Report of Hearing Officer
  - 1. Property Transfer Case C-2592 - Richard Barnes, Robert W. Sorum, Michael N. Roth, and Willard and Marie Copron
  - 2. Property Transfer Case C-2593 - Timothy and Deborah Ketchum
  - 3. Property Transfer Case - C-2599 - Wilbert and Cheryl Roberts and Cathy Woern
  - 4. Property Transfer Case - C-2601 - Michael C. Sperling
  - 5. Property Transfer Case - C-2605 - Rodney and Joanne Tuttle
- V. Approval of the 2001-2002 Assessment Plans for Michigan Educational Assessment Program (MEAP) Mathematics and Science
- W. Approval of Standards for the Social Studies (RX) Endorsement on a Michigan Teaching Certificate
- X. Approval of Recommendations Regarding Administrative Rule Waivers

**Mrs. Wise moved, seconded by Mrs. McGuire, that the State Board of Education approve the tentative agenda for the next meeting.**

**Ayes: Beardmore, Gire, McGuire, Moyer, Straus, Weiser, Wise  
Absent: Durant**

**The motion carried.**

**XXIII. ADJOURNMENT**

The meeting adjourned at 4:20 p.m.

Respectfully submitted,

Herbert S. Moyer  
Secretary